DOCUMENT RESUME

ED 289 209 CS 505 833

AUTHOR Feezel, Jerry D.; Gray, Pamela L.
TITLE Communication in the Elementary Grades: A Selected, Annotated Basic Bibliography.
INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Sep 85
NOTE 5p.; Small print.
PUB TYPE Reference Materials - Bibliographies (131) -- Information Analyses - ERIC Information Analysis Products (071)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Communication Research; *Communication Skills; Core Curriculum; *Course Objectives; *Course Organization; Elementary Education; *Interpersonal Communication; *Language Acquisition; Language Arts; Parent Role; Public Speaking; School Role; Speech Communication; *Speech Instruction

ABSTRACT

Sources in this annotated bibliography are intended to assist cooperative efforts by teachers, district language arts supervisors, communication consultants, reading specialists, parents, principals, teacher educators, and state education office personnel in their efforts at furthering the speech and language growth of elementary school students. The 41 annotations are divided into two main categories: resources to increase adult understanding and resources for ideas to use with children. Both categories in the bibliography identify sources that can be understood and used by lay people interested in the communication development of children. (SKC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED289209

COMMUNICATION IN THE ELEMENTARY GRADES

A Selected, Annotated Basic Bibliography

prepared by

Jerry D. Feezel
Kent State University

and

Pamela L. Gray
Central Michigan University

September 1985

Distributed by the SPEECH COMMUNICATION MODULE-ERIC Clearinghouse on Reading and Communication Skills, 5105 Backlick Rd., Annandale, VA 22003. This bibliography may be reproduced for free distribution without permission of the Speech Communication Module.

The communicative competencies of a child represent the mortar for the elementary school foundation that is so important to life-long learning. Since the elementary teacher must be a generalist, dealing with building blocks in many subjects and skill areas, a coalition of many people is necessary to further the speech and language growth of the elementary child. This bibliography is intended to assist these cooperative efforts by teachers, district language arts supervisors, communication consultants, reading specialists, parents, principals, teacher educators, and state office personnel.

The resources listed below are divided into two main categories: Resources to Increase Adult Understanding and Resources for Ideas to Use With Children. Both categories attempt to identify resources that can be understood and used by lay people interested in the communication development of children. Entries followed by EJ numbers are articles listed in Current Index to Journals In Education. Entries followed by ED are listed in Resources in Education and are available in microfiche (MF) and/or paper hard copy (HC) from ERIC Document Reproduction Service, 3900 Wheeler Ave., Alexandria, VA 22304. See the latest issue of RIE for current pricing information.

Resources to Increase Adult Understanding

Allen, R.R. and Kenneth L. Brown (eds.). Developing Communication Competence in Children, A Report of the Speech Communication Association's National Project on Speech Communication Competencies. Skokie, Illinois: National Textbook Company, 1976. ERIC ED 130 334.

A landmark project spanning pre-K through grade 12 with four phases of study: review of over 1000 research studies, field studies of children grades K-9, questionnaire survey of communication education experts, and a synthesis conference.

Allen, R.R., Kenneth L. Brown and Joanne Yatzin. Learning Language Through Communication: A Functional Perspective. Belmont, CA: Wadsworth, 1985.

Provides for an integration of the language arts by focusing on communication purposes rather than modes. Gives many ways to consider the integration of speaking, listening, reading and writing activities. Encourages a supportive classroom environment in which children work with and talk with each other as they actively experience meaningful communication.

Backlund, Philip. "Essential Speaking and Listening Skills for Elementary School Students," Communication Education. 34 (July 1985), pp. 185-195.

Describes a project of a Speech Communication Association Task Force that cultimated in developing a list of major speaking and listening skills for elementary school students.* Discusses specific skills, their assessment, and ways to teach these skills.

*Essential Speaking and Listening Skills for Elementary School Students (6th Grade Level). Brochure available from the Speech Communication Assoc., 5105 Backlick Rd., Annandale, VA 22003. Single copy $.50 prepaid. Identifies skills children should achieve by the time they leave the sixth grade. Illustrates these skills with examples of how children might apply them in home, school, and community situations.

Bloomfield Hills School District. Communication Skills, Grades K-6. Michigan, 1982. 143 p. ERIC ED 225 189.

This curriculum guide suggests activities for teachers and guidelines for professional staff. It stresses individualization, excellence, and relevance in listening, speaking, writing, handwriting, spelling, grammar, and reading.

CS 505 833

BEST AVAILABLE COPY

Cooper, Pamela J. Speech Communication for the Classroom Teacher. 2nd edition. Dubuque, Iowa: Gorsuch Scarisbrick Publishers, 1984.
Takes a theoretical and pragmatic approach that teachers can use in analyzing, developing, and facilitating their own and their students' communication behaviors. Presents many useful ideas and exercises to heighten the awareness of teachers as well as guidelines for classroom use.

Cooper, Pamela J. "Using Children's Literature to Teach Basic Skills." Conference paper, International Reading Assoc., Chicago, April 1982. ERIC ED 221 905.
This paper uses the SCA five functions and four abilities in developing oral communication competence through listening to stories, telling stories, creative drama, puppets, discussing stories with peers, and class discussions. A variety of suggested book types and titles are included.

Cooper, Pamela and Lea Stewart. Language Skills in the Classroom. What Research Says to the Teacher. Washington, D.C.: National Education Association, 1982, 33 p. ERIC ED 222 912.
A booklet overview of child language development literature with practical implications and suggestions for how teachers can expand student language skills. Most of the material relates to the elementary grades. Includes a bibliography of major works.

Dickson, W. Patrick, ed. Children's Oral Communication Skills. N.Y.: Academic Press, 1981.
Reports 17 research essays on teaching children a number of speaking and listening skills, such as encoding informative messages, asking effective questions, and assuming communication responsibilities as both speaker and listener.

Elliott, Norman, ed. "Special Issue: Children's Communicative Development." Western Journal of Speech Communication. 48 (Spring 1984). pp. 105-196. ERIC EJ 297 886-891.
The six articles in this special issue share a developmental perspective in reviewing large numbers of studies and reporting original research and theory building. Going well beyond language development, several focus on conversation, role-taking and TV advertising effects. The process of social interaction of children with adults is emphasized throughout.

Hopper, Robert and Rita C. Naremore. Children's Speech. New York: Harper & Row, 1973. Second ed., 1978.
An overview of the fundamentals of development of language sounds, syntax, semantics, pragmatics, and dialects. Written in a direct and concise style with practical suggestions for teachers.

Meers, Hilda J. Helping Our Children Talk. New York: Longman Group Ltd., 1976.
Discusses the relationship of language and socialization through the use of examples from children's creative work. Guides teachers of children whose language may be impaired for any reason.

Modaff, John and Robert Hopper. "Why Speech Is 'Basic'." Communication Education. 33 (January 1984). pp. 37-42. ERIC EJ 292 982.
Demonstrates that speech is active, multisensory, links individuals, triggers higher learning, and promotes literacy as central to instructional process. Argues for the greater inclusion of speech at elementary grade levels.

Wartella, Ellen, ed. Children Communicating. Beverly Hills: Sage Publications, 1979.
Vol. 7 in the Sage Annual Reviews of Communication Research. Reports studies in a developmental perspective covering children's interaction with media and with others around them.

Willbrand, Mary Louise and Richard D. Rieke. Teaching Oral Communication in Elementary Schools. New York: Macmillan Publishing Co., Inc., 1983.
Contains goals, theories, competencies and detailed exercises for teachers interested in teaching the full range of communication behaviors. A complete handbook to encourage immediate implementation of communication instruction in the schools.

Williams, Frederick, Robert Hopper and Diana S. Natalicio. The Sounds of Children. Englewood Cliffs, NJ: Prentice-Hall, 1977.
This book presents the current view of preschool through elementary communication development, focusing on Black and Spanish-American dialects. Includes records that give real-life examples of children's speech.

Wood, Barbara S. Children and Communication: Verbal and Nonverbal Language Development. Englewood Cliffs, NJ: Prentics-Hall, 1975.
Synthesizes many areas of research and theory from psycholinguistics, interpersonal communication, nonverbal communication, and educational psychology. Sets as the goal developing children's communication competency; stresses human interaction as a central means of teaching-learning.

Wood, Barbara S., ed. Development of Functional Communication Competencies: Pre-K-grade 6 and Development of Functional Communication Competencies: Grades 7-12. ERIC Clearinghouse on Reading and Communication Skills: Urbana, IL. 1977. ERIC ED 137 858 and 137 859. (Also available from Speech Communication Association for $3.00 each, prepaid.)
These two ERIC booklets cover theory, techniques, and activities to increase communicative competence.

_____. The Talking and Writing Series, K-12: Successful Classroom Practices. Washington, D.C.: Dingle Associates, 1983. 12 booklets. ERIC ED 233 378-389. An extensive series of 20-60 page booklets by different authors applying recent research to classroom practices in oral and written communication. Topics covered are new technologies, dialogic reasoning, assessment, integrated language arts, inservice education, home and cross content learning, communication development, and classroom communication. Although five booklets focus on children's oral communication, all of them include attention to speaking and listening.

Resources for Ideas to Use With Children

Alice in Communicationland. Burbank, California: Walt Disney Educational Media Company, 1976. A major resource on interpersonal communication for elementary grades. Four sound filmstrips combine cartoon and live characters to follow an ordered sequence on developing listening without interrupting, checking assumptions, verifying meanings, and describing feelings.

Atwood, Beth S. Developing Skills in Critical Reading. Lincoln, Nebraska: Professional Educators Publications, 1975. Explores the various forms of communication that extend beyond the written word--photographs, drawings, even sounds--to make children more critical "readers" of all communication forms.

"Communication Patterns" A program in the ThinkAbout series. Bloomington, IN: Agency for Instructional Television, 1980. This 15-minute program and the series deal with reasoning skills in grades 5-6 while reinforcing other basic skills. Both have received several ITV awards. "Communication Patterns" illustrates communication process in the use of spoken, written, and nonverbal language through a realistic boy-girl relationship involving a hearing impaired girl. Three other programs—People Patterns, Meaning Is More Than Words, and What's the Meaning?—could also be useful in speech units.

Conley, James and Walter Wernick. Interview Strategies. Niles, Illinois: Argus Communications, 1976. This book and spirit master program help children prepare to interview adults about careers. Activities are structured to sharpen thinking, communication skills, and data-gathering ability. (Also see Argus for a large selection of communication-relevant posters.)

Cottrell, June. Teaching with Creative Dramatics. Skokie, Illinois: National Textbook Company, 1975. A guide to elementary teachers' using creative drama in all subjects, but especially in developing cognitive and communicative skills.

Creative Communications Series. New York: aci Media, 1972. Four films to encourage storytelling as an aid to develop language and communication. Primary grade children are shown and heard using various craft media to aid their stories.

Do You Really Communicate? In the Concepts In Focus Series. Valhalla, N.Y.: Campus Film Distributors, 1981. Included are a color filmstrip with cassette, 8 spirit masters, a wallchart, and teacher's guide dealing with family communication factors such as a person's uniqueness, how and why families communicate, and improving openness. The major points are that "real communication" takes genuine effort and involvement by all in the family.

Harmin, Merrill. Got To Be Me. Niles, Illinois: Argus Communications, 1977. Consists of 48 large unfinished sentence cards and workbooks for primary ages to talk and write about themselves. Develops communication skills, positive self images, imaginative expression, listening to and respecting others. Especially useful to draw out the quiet child.

Harmin, Merrill. Making Sense of Our Lives. Niles, Illinois: Argus Communications, 1977. Six units of six exercises using posters, teacher's guides and spirit masters to involve 5-12 graders in self-expression and values' clarification. Includes openness with parents, saying no, expressing feelings, sensitivity to others, self-concept, and social issues.

Heinig, Ruth Beall and Lyda Stillwell. Creative Drama for the Classroom Teacher. 2nd edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981. For beginners, this book states goals and uses of creative drama and provides leaders with a practical handbook. There is heavy stress on the development of verbal and nonverbal communication in many of the activities.

Henning, Dorothy Grant. Smiles, Nods, and Pauses. New York: Citation Press, 1974. Focusing on developing children's nonverbal communication, this is an organized collection of about 200 classroom activities or projects. Traditional areas such as pantomime, storytelling, role playing, and choral speaking are adapted to nonverbal focus with fresh ideas for talking and listening activities.

"Kids' Stuff: An Activity Record for Creative Young Children.". Nashville: Incentive Publications, 1972. This stereo LP record with a guide for parents and teachers on the jacket uses narration, orchestra, children, and a moog synthesizer to involve primary grade kids creatively. The songs, stories, poems, and sounds stimulate listening, speaking, dramatics, movement, critical thinking, and vocabulary skills.

Let's Listen. Chicago: Coronet Instructional Media, 1977. American Film Festival Award—best filmstrip for lower elementary grades. Rhymed narration, exciting guessing and mystery games to build sound discrimination awareness.

Let's Talk With Winnie the Pooh. Burbank, CA: Walt Disney Educational Media, 1978. A set of four color filmstrips with cassettes or records, 24 skill activity cards, and teacher's guide for primary grades (K-3). Uses everyday examples to teach speaking clearly, listening, word meanings in context, arguing fairly and constructively, and asking clear questions. Especially suited to encouraging quiet or reticent students to "speak up."

Listening Games. Chicago: Coronet Instructional Media, 1977. Self-directed stories and mystery games, in 10 audio cassettes with colorful student response cards, help children practice basic sound discriminations and recognize the sound of rhyme and emotion.

Listening With a Purpose. Chicago: Coronet Instructional Media, 1977. Upper elementary students have fun while they sharpen listening skills through dramatic story exercises on 12 cassettes with Student Response Books and Teacher's Manual.

McCaslin, Nellie. Creative Drama in the Classroom. 3rd edition. New York: Longman Inc., 1980. Another book using drama techniques to develop people, not actors. Much emphasis is placed on the development of communication skills through creative drama.

Stories For Joining In. Chicago: Coronet Instructional Media Ltd., 1977. In these six sound filmstrips, colorful drawings and vivid sound effects encourage the most outspoken and most reticent K-3 students to use their listening skills and help the characters speak their messages.

Story. Homer Groening film. New York: aci Media, 1969. Groening tape-recorded his son's spontaneous story to his younger sister, with interruptions, comments, and reactions of the sister. The film is an appealing classroom aid for encouraging children to create and tell their own stories.

The Orator. Produced by Ceskoslovensky Film Export. New York: McGraw-Hill Text Films, 1969. This 11-minute color film depicts with delightful animation a man rehearsing and presenting his speech. Animated words and listeners' thoughts show mis-communication that children and adults can understand.

Velder, Milton and Edwin Cohen. Open-Ended Stories. New York: Globe Book Company, Inc., 1973. Consists of 20 stories developed up until a crucial moment of decision-making. Students are left to fill in the endings. Processing ideas are included. See also: Open-ended Plays by Velder, Cohen and Mazzarelli, 1976.

Zeff, Margaret and Doris Kitchens. S.W.A.P.—Speaking With A Purpose. Monterey Park, CA: Creative Teaching Press, 1976. A set of more than 100 4 x 6 size activity cards for a comprehensive oral communication program in grades 4-9. The four sections of Techniques, Practical Speaking, Formal Speeches, and Listening cover such topics as poise, overcoming fear, articulation, expressiveness, organization, everyday speaking, and attentive listening through games, tests, and exercises. All activities may be used sequentially to teach a specific unit in speech or may be interwoven with other lessons.